Deerwood Elementary

2014-15 School Improvement Plan

Deerwood Elementary

1356 S ECONLOCKHATCHEE TRL, Orlando, FL 32825

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	52%

Alternative/ESE Center	Charter School	Minority
No	No	61%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and their communities.

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Deerwood Elementary School faculty and staff believes that communication is the bridge between peoples of differing backgrounds and cultures. The school has systems and provides professional development to strengthen the bonds between all stakeholders. By creating systems of trust, relationships are built, and then the school can effectively focus on all children.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Maintaining and ensuring a safe environment is paramount to Deerwood's continued success. The school employs positive behavior systems, such as CHAMPS, that avoid many negative issues, such as bullying The school also focuses on maintaining a safe environment when considering external concerns, such as severe weather or campus intruders. All systems are coordinated through and established with district's safety teams, such as Site Security and the East Area Office. These systems are monitored and updated continuously. Adults and school patrols are on duty throughout the campus during arrival and dismissal to ensure the safety of all students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The OCPS Student Code of Conduct is the official document on which Deerwood monitors and governs student behavior on campus. The Code sets the standards and procedures for evaluating student discipline issues. The code is reviewed in the classrooms every nine weeks to ensure continued understanding. The school also employs a positive behavior system, CHAMPS, to encourage and reward compliance to the school's high standards. Teachers are at the forefront of setting and implementing clear student behavioral expectations.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

To meet the social-emotional needs of all students, Deerwood has on-site services through a program called Deerwood Cares. The program is led by the school's counselor and behavioral specialist. The program tailors responses to the individual needs of particular students and their families. Support groups help with issues such as divorce, grief and loss, low self-esteem, poverty, anger management and depression. Counseling focuses on early and consistent intervention. The team brings together community support, professional counseling and active monitoring systems to

assist students and their families. Students can be referred to Deerwood Cares by teachers, faculty members, families, nurses, etc. The counseling is private and takes place during non-academic times, such as lunch, electives or after school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Deerwood Elementary understands the connection between student attendance and student achievement. Simply put, students must be present to learn. For students that are not attending school in a consistent manner, the school initiates attendance conferences with the school staff, administration and the school's assigned social worker. Deerwood is uniquely blessed with the addition of a large number of students through its exceptional education cluster center. These students have high medical needs, and are often present less than the 90% threshold due to medical emergencies, appointments or procedures.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	12	13	7	14	19	78
One or more suspensions	1	1	1	1	0	0	4
Course failure in ELA or Math	0	0	4	4	9	6	23
Level 1 on statewide assessment	0	0	0	11	7	13	31

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	2	3	9	6	20

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Deerwood grade level teams meet weekly in PLC meetings to focus on just student achievement. Teachers provide individual data to help the team formulate strategies to meet the needs of all students.
Teams provide administration with continuous progress monitoring, based on benchmarks, through weekly progress monitoring data sheets.
The following are strategies and resources provided by the school to enhance student achievement:
Parent-Teacher conferences
District Support -- Social Worker, School Psychologist, Minority Achievement Office (MAO)
Community resources; DARE officer
Intervention class daily (math and reading)
School-based instructional support teachers and paraprofessionals (reading and math)
"Boots on the Ground" -- UCF volunteers provided in-class tutoring and small group instruction during core academics

Math Club before school
After School tutoring (reading and math)
ALEKS 3-5 (Math)
I-ready (Math)
Accelerated Reader
iStation (reading)
Multi-Tiered System of Support (MTSS) for academics and behavior

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The parental involvement target for Deerwood Elementary School is to increase the number of parents who volunteer in the classroom.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Deerwood has an active PTA and strong parental and community involvement for fostering increased student achievement. Parents supervise the daily math club, assist in the media center and cafeteria and tutor students in class and after school. The school is a 5-star school for its high level of volunteerism.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
McHale, Walton	Principal
Fink, Lee-ann	Dean
Daniello, Chistina	Other
Hotaling, Patricia	Instructional Coach
LoTurco, Rebecca	Guidance Counselor
Pagan, Mary	Instructional Coach
Speir, Chana	Instructional Media
West, Mary	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal- Monitor student progress on School Improvement Plan goals. Provides a common vision for the use of data-based decision making, ensures the school based team is implementing MTSS, Conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communication with parents regarding school-based MTSS plans and activities.
Coaches- (Instructional, Reading, Math, and Science) Develops, leads, and evaluates school core content
standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our MTSS team meets every Wednesday. During these meetings, the focus is identifying and meeting the needs of struggling learners through appropriate and structured interventions. The team reviews student performance data on assessments and identifies students who are meeting/ exceeding benchmarks, or who are at moderate/ high risk for not meeting benchmarks standards (Tier 1, 2 and 3). The team reviews progress monitoring and classroom level data to determine if the intensity and duration of the interventions in place need to change. They make recommendations to the regular education and support teachers that provide instruction to the student. In addition, the team has provided professional development and will continue ongoing professional development to ensure teachers fully understand the MTSS process and the direct correlation to student achievement. Selected members of the MTSS team are a part of the SAC (School Advisory Council) where they help develop goals and monitor student progress relevant to the goals defined in the SIP.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
W. John McHale	Principal
Mary Ellen West	Teacher
David Bynum	Business/Community
Sonya Santiago	Parent
Pam Yates	Parent
Maggie Bermudez	Education Support Employee
Tracey Harvill	Business/Community
Shawnette Longley	Parent
Chris Robinson	Parent
Chana Spier	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school was successful in meeting all the goals of the school's improvement plan, as evident by its school grade increase from a "B" to an "A" and a growth of 145 points. The SAC team reviewed the SIP to identify areas that might be critical for success in 2014-2015, with a cost-analysis of programs implemented by the school. This analysis was used to determine if programs would be reenacted in the upcoming year or replaced (if necessary) with cost-effective programs and strategies.

Development of this school improvement plan

At our first SAC meeting in September of this school year, the SAC committee met to review the 2013 FCAT data. From the FCAT data, we developed our school improvement goals for the year.

Preparation of the school's annual budget and plan

The Budget Advisory team met with the principal as he prepared the school's budget for the 2014-2015 school year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
McHale, Walton	Principal
Pagan, Mary	Instructional Coach
Speir, Chana	Instructional Media
West, Mary	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

A major initiative will be the successful implementation of Voyager, Ticket to Read and Accelerated Reader as instructional support programs. Another major initiative will be continued professional development on the Florida State Standards as a way to strengthen our core instruction. The school will also participate in Battle of the Books and promote reading Sunshine State books by having a school contest.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school encourages collaboration by its implementation of a PLC system. Teachers belong to at least two PLCs. The first is the grade level PLCs. These PLCs meet weekly to focus on planning and instruction. The PLCs build common assessments, work with instructional coaches to formulate targeted lesson and unit plans and discuss intervention strategies for struggling students. The second PLC is a subject area PLC. Reading, Math, Science and Writing PLCs meet bi-weekly to deconstruct standards, create assessments and participate in professional development to be shared with grade level PLCs.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Network with colleagues to recruit highly qualified teachers. Provide ongoing professional development and coaching opportunities at both the school and district level. In addition , we have a partnership with the University of Central Florida's Urban Minority program where students intern and tutor at Deerwood . At the end of the school term, the teacher candidates are fully prepared to be effective teachers at the school,if a position is available. The person responsible is the principal and instructional coach.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

We have four beginning teachers this school year. The teachers have been assigned an experienced grade level mentor with evidence of achieving high standards on FAIR, FSA and formative assessments. Mentor and mentee will work together during their grade level professional learning communities (PLCs) Daily/weekly. Mentor/mentee checkpoint meetings will be used to discuss areas of need and progress in completion of Teacher Induction Program Components.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Deerwood's faculty and staff implement OCPS approved resources and measurement topic plans (MTPs). The MTPs are aligned to Florida State Standards. The school also utilizes the district lesson plan template in coordination with the MTPs. School professional development is offered to school faculty and staff to encourage 21st century best practices in Math, ELA, and Science. Administration coordinate and monitor the use of appropriate instructional materials in the classroom.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

It is the school's expectation that teachers use progress monitoring through summative and formative assessments to establish a student's level of mastery. This is the basis for small group instruction, intervention groups and push-in support. The intervention is conducted during a formal class period, for at least an half hour. Teachers also supplement with after-school tutoring and Saturday School. Finally, the push-in support is either instructional support teachers, para-professionals or UCF tutors (Boots on the Ground).

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,104

Level 1 and Level 2 reading and math students will be provided with before/after school or Saturday School tutoring. Morning/After school tutoring will take place 1 day a week in 30 minute sessions.
Saturday School will be 3 hour rotating sessions of reading, writing and math.
The instruction will be based on the diagnostic assessment each student will take using the iReady computer system for math and Voyager for reading. The iReady and Voyager system will provide tutors with specific areas of strength and weakness so they can group students for instruction and target skill deficits.

Strategy Rationale

The students are given an opportunity to continue learning in a smaller environment with more one-on-one instruction. The use of computer programs helps to motivate learning with technology.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
McHale, Walton, walton.mchale@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will use iReady and Voyager to diagnosereading and math for every student involved in tutoring. The students will be progress monitored weekly using the iReady and Voyager system. The
progress monitoring data will be graphed and reported to school administration. Quarterly benchmark assessments will be administered using iReady and Voyager to help teachers plan instruction.

Strategy: Before School Program

Minutes added to school year: 1,000

Math Club -- students use computer programs to earn points to qualify for prizes

Strategy Rationale

The club's friendly environment promotes math skill acquisition, especially basic math facts

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Fink, Lee-ann, lee-ann.fink@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be tabulated within the computer programs, SumDog and Iready. Teachers will monitor student growth using formative and summative assessments, and benchmark tests.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

N/A

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Deerwood participates in various programs to expose students to diferent careers and college choices such as Teach-In and Partners in Education. Spirit Day in which students and faculty are encouraged to wear college gear is another way exposeure to college and univerity options are integrated into the elementary school. Students are also exposed to college and career choices through the available field trips taken at each grade level.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school has started an initiative this year to better equip the students with the necessary organizational tools and strategies needed to succeed in the post-secondary world. HERO binders (Have Everything Ready and Organized) give teachers a unique tool to provide direct instruction in personal organization and responsibility through the general curriculum. Also, students in thegifted

program have teh opportunity to enroll in online classes, replicating the rigor they could be expected to encounter while taking online classes in college.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

HERO binders provide the opportunity for direct instruction of organizational skills and personal responsibility that will serve as the foundation for future success in the postsecondary world.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   In 2014, 27% (66) students in grades 3-5, scored a level 1 or 2 on the Reading section of FCAT 2.0. By June of 2014, 77% of students will score at least a level 3 in reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. In 2014, 27% (66) students in grades 3-5, scored a level 1 or 2 on the Reading section of FCAT 2.0. By June of 2014, 77% of students will score at least a level 3 in reading. `1a`

`G039752`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - Asian	78.0
AMO Reading - SWD	63.0

Resources Available to Support the Goal `2`

- 130 minutes uninterrupted ELA/Reading block.

- Up to 30 minutes of pull-out Tier 3 intensive reading intervention 4 times per week using the comprehensive reading program Voyager and Journey Resources.

- Daily Push-in services (co-teaching) during 90 minute Reading Block targeting struggling students and ESE students.

- Utilization of in-class AR assessments with teacher and parent training.

- Availability of network capable tablets for the support of literacy and AR in 3rd grade for every child and 4th and 5th grade with 30 devices per grade level

Targeted Barriers to Achieving the Goal `3`

- Students not having the prerequisite skills to achieve grade level mastery.

- Teachers not being familiar with new comprehensive intervention and monitoring programs (Voyager, Journey, ALEKS and Triand) and how to implement with fidelity.

- Students not having access to a computer at home

- Teachers will not understand how to use tablets to support reading and ELA goals

Plan to Monitor Progress Toward G1. `8`

Weekly mini assessments , Reading core assessments

Person Responsible

Schedule
Weekly, from 9/9/2014 to 5/15/2015

Evidence of Completion
Progress monitoring data from Voyager Passport and PLC data sheets

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. In 2014, 27% (66) students in grades 3-5, scored a level 1 or 2 on the Reading section of FCAT 2.0. By June of 2014, 77% of students will score at least a level 3 in reading. 1

🔑 G039752

G1.B1 Students not having the prerequisite skills to achieve grade level mastery. 2

🔑 B096029

G1.B1.S1 Students who have been identified as needing Tier 2 and/or Tier 3 reading intervention will be pulled out for intensive reading intervention for 30-45 minutes daily everyday. 4

🔑 S107224

Strategy Rationale

The students will benefit from increased instruction in Reading

Action Step 1 5

Classroom teachers will identify those students who are the lowest 25% in the grade level Reading intervention teacher will provide intensive intervention using the comprehensive intervention program.

Person Responsible

Schedule

Evidence of Completion

Results of the 2014 FCAT 2.0 reading assessment.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Formal and Informal classroom observations
Weekly mini-assessments

Person Responsible

Schedule

Weekly, from 9/9/2014 to 5/15/2015

Evidence of Completion

Data reports from FAIR, Performance Matters, Voyager passport, school created mini-benchmark assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

FAIR, DRA, Performance Matters, Mini- Assessments ,Voyager Passport, Journeys

Person Responsible

Schedule

Weekly, from 9/9/2014 to 5/15/2015

Evidence of Completion

Reports for weekly mini and classroom assessments

G1.B1.S2 Saturday Symposiums to be held every Saturday morning beginning 3rd quarter and continuing until FSA. A minimum of one hour of Reading each Saturday. 4

S107225

Strategy Rationale

Instruction is differentiated for each child based on their needs. The student to instructor ratio is 2 to 1, allowing for intense, purposeful instruction.

Action Step 1 5

Saturday School Tutoring

Person Responsible

Schedule

Evidence of Completion

Pre and Post assessements

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom observations during Saturday school to ensure instruction is being delivered with fidelity.

Person Responsible

Schedule

Evidence of Completion

Pre and Post assessment data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Performance matters, Voyager Passport and classroom level data

Person Responsible

Schedule

Evidence of Completion

Graphed progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B3 Students not having access to a computer at home `2`

🔍 B096031

G1.B3.S1 Provide students with access to the computer lab before and after school. `4`

🔍 S107229

Strategy Rationale

Students will be able to access instructional programs on the internet in an environment that has direct academic and personnel supports

Action Step 1 `5`

The computer lab will be open before and after school for students to utilize for homework, tutoring and academic sites and programs.

Person Responsible

Lee-ann Fink

Schedule

Daily, from 9/16/2014 to 5/28/2015

Evidence of Completion

The teacher will monitor the number of students in the lab and access the programs to log student activity

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administration will monitor the data to support the lab's utilization

> **Person Responsible**
>
> Walton McHale
>
> **Schedule**
>
> Monthly, from 10/1/2014 to 5/28/2015
>
> *Evidence of Completion*
>
> The computer lab's sign in sheets will be analyzed

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Administration will review standardized test scores of the targeted AMOs

> **Person Responsible**
>
> Walton McHale
>
> **Schedule**
>
> On 6/13/2015
>
> *Evidence of Completion*
>
> Students in the targeted AMO's will show success on the FSA ELA exam as defined in Goal #1

G1.B4 Teachers will not understand how to use tablets to support reading and ELA goals `2`

🔑 B128406

G1.B4.S1 Tablets will be provided through a UCF grant to every third grade student, and 4th and 5th grade will have a classroom set (30 devices) each. `4`

🔑 S140529

Strategy Rationale

The tablet will stimulate student engagement with the use of technology, the provided applications and web sites will support literacy and reading skills and the devices will allow for differentiation.

Action Step 1 `5`

UCF will provide PD, resources and UCF students to support teachers in acquiring the skills to use the tablets in the classroom

Person Responsible

Chana Speir

Schedule

Monthly, from 8/1/2014 to 5/29/2015

Evidence of Completion

AR scores of students in 3rd grade will increase by 20% and 10% in 4th and 5th grades

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Classroom observations and AR tracking

Person Responsible

Chana Speir

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

There will be a consistent utilization of tablets as recorded in classroom observations--the goal will be that 80% of the time classes are in small group or stations, at least one station or center will be using tablets.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

AR scores will rise in third grade by 20% and 10% in 4th and 5th grades

Person Responsible

Chana Speir

Schedule

Quarterly, from 10/31/2014 to 5/29/2015

Evidence of Completion

AR points increase from previous year.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Classroom teachers will identify those students who are the lowest 25% in the grade level Reading intervention teacher will provide intensive intervention using the comprehensive intervention program.		Results of the 2014 FCAT 2.0 reading assessment.	one-time	
G1.B1.S2.A1	Saturday School Tutoring		Pre and Post assessements	once	
G1.B3.S1.A1	The computer lab will be open before and after school for students to utilize for homework, tutoring and academic sites and programs.	Fink, Lee-ann	9/16/2014	The teacher will monitor the number of students in the lab and access the programs to log student activity	5/28/2015 daily
G1.B4.S1.A1	UCF will provide PD, resources and UCF students to support teachers in acquiring the skills to use the tablets in the classroom	Speir, Chana	8/1/2014	AR scores of students in 3rd grade will increase by 20% and 10% in 4th and 5th grades	5/29/2015 monthly
G1.MA1	Weekly mini assessments , Reading core assessments		9/9/2014	Progress monitoring data from Voyager Passport and PLC data sheets	5/15/2015 weekly
G1.B1.S1.MA1	FAIR, DRA, Performance Matters, Mini- Assessments ,Voyager Passport, Journeys		9/9/2014	Reports for weekly mini and classroom assessments	5/15/2015 weekly
G1.B1.S1.MA1	Formal and Informal classroom observations Weekly mini-assessments		9/9/2014	Data reports from FAIR, Performance Matters, Voyager passport, school created mini-benchmark assessments	5/15/2015 weekly
G1.B3.S1.MA1	Administration will review standardized test scores of the targeted AMOs	McHale, Walton	6/12/2015	Students in the targeted AMO's will show success on the FSA ELA exam as defined in Goal #1	6/13/2015 one-time
G1.B3.S1.MA1	Administration will monitor the data to support the lab's utilization	McHale, Walton	10/1/2014	The computer lab's sign in sheets will be analyzed	5/28/2015 monthly
G1.B4.S1.MA1	AR scores will rise in third grade by 20% and 10% in 4th and 5th grades	Speir, Chana	10/31/2014	AR points increase from previous year.	5/29/2015 quarterly
G1.B4.S1.MA1	Classroom observations and AR tracking	Speir, Chana	10/6/2014	There will be a consistent utilization of tablets as recorded in classroom observations--the goal will be that 80% of the time classes are in small group	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				or stations, at least one station or center will be using tablets.	
G1.B1.S2.MA1	Performance matters, Voyager Passport and classroom level data		Graphed progress monitoring data	once	
G1.B1.S2.MA1	Classroom observations during Saturday school to ensure instruction is being delivered with fidelity.		Pre and Post assessment data	once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S4.MA1	[no content entered]			once	
G1.B1.S4.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. In 2014, 27% (66) students in grades 3-5, scored a level 1 or 2 on the Reading section of FCAT 2.0. By June of 2014, 77% of students will score at least a level 3 in reading.

G1.B1 Students not having the prerequisite skills to achieve grade level mastery.

G1.B1.S1 Students who have been identified as needing Tier 2 and/or Tier 3 reading intervention will be pulled out for intensive reading intervention for 30-45 minutes daily everyday.

PD Opportunity 1

Classroom teachers will identify those students who are the lowest 25% in the grade level Reading intervention teacher will provide intensive intervention using the comprehensive intervention program.

Facilitator

Reading Coach and Reading Intervention Teacher

Participants

Selected teachers in grades 3-5

Schedule

G1.B4 Teachers will not understand how to use tablets to support reading and ELA goals

G1.B4.S1 Tablets will be provided through a UCF grant to every third grade student, and 4th and 5th grade will have a classroom set (30 devices) each.

PD Opportunity 1

UCF will provide PD, resources and UCF students to support teachers in acquiring the skills to use the tablets in the classroom

Facilitator

UCF

Participants

3rd grade teachers

Schedule

Monthly, from 8/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**